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AUTHOR	Drain, Theodore R.
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ABSTRACT

Presented by the North Carolina State Board of Education are policies and regulations (1974-75) governing programs for crippled, educable and trainable mentally retarded, emotionally disturbed, gifted and talented, hearing impaired, homebound, hospitalized, learning disabled, multihandicapped, speech and language impaired, and visually impaired children. The first section covers general regulations regarding special education allotments, approval of program plans (for local school administrative units), organization and administration of local programs, and employment of local chairmen of programs for exceptional children. Outlined next for each type of exceptionality are policies governing program areas such as pupil identification and placement, use of personnel, curriculum, provision of instructional materials, class size and structure, coordination with other programs, reports, and program resources. Included in the final section are regulations pertaining to school psychologists, professional improvement, and program expansion for children with speech and hearing impairments. (LS)

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POLICIES AND REGULATIONS

June, 1974

A. Craig Phillips
State Superintendent of Public Instruction

Jerome Melton
Assistant Superintendent Program Services

George A. Kaldy
Deputy Assistant Superintendent Program Services

Theodore R. Drain
Director, Division for Exceptional Children

FOREWORD

The State Board of Education at its June 6, 1974, meeting adopted POLICIES AND REGULATIONS GOVERNING PROGRAMS FOR EXCEPTIONAL CHILDREN and POLICIES AND REGULATIONS GOVERNING REGIONAL PROGRAMS AND RESOURCES. At that meeting the State Superintendent and the State Board reaffirmed their commitment for higher standards governing programs that serve exceptional children with emphasis on identification, appropriate placement and full services.

As you read and share the information in this publication, you will find that a common thread concerning screening, identification, placement and due process runs through each program. We sincerely hope that local boards of education will adopt policies and procedures governing the placement of exceptional children into specialized programs and services as well as develop a system of due process for parents and exceptional children.

The staff of the Division for Exceptional Children has committed itself to bringing technical assistance to each administrative unit during the 1974-75 school year in order to guarantee (a) certification of all teachers by September 1 of 1977; (b) full and appropriate services for all exceptional children by 1980; and (c) programs and services to children formerly unserved by the public schools of North Carolina.

If you need assistance in trying to strengthen your programs to serve exceptional children, looking toward that day when all exceptional children will be served in our public schools, please do not hesitate to call upon us.

Theodore R. Drain

Theodore R. Drain, Director
Division for Exceptional Children

EXCEPTIONAL CHILDREN

POLICIES AND REGULATIONS

1974-75 SCHOOL YEAR

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State Board of Education

POLICIES AND REGULATIONS FOR THE EDUCATION OF EXCEPTIONAL CHILDREN

Adopted June 6, 1974

I. SPECIAL EDUCATION ALLOTMENTS

A. Basis of Allotments

The Controller shall allot non-categorical exceptional children positions for teachers and therapists and categorical learning disability allotments for teachers to local school administrative units. These allotments shall be in accordance with a formula based upon projected membership credits by units and the total number of positions available.

Categorical learning disability positions allotted by the Controller may be used only for teaching children with learning disabilities.

1. No unit that received the original (1973-74) positions will lose a position during the 1974-75 school year.

2. The fifty (new) categorical learning disability positions will be allotted to fifty units that did not receive any categorical positions during the 1973-74 school year. These allotments shall be in accordance with a formula based upon projected membership credits by units and the total number of positions available.

Within five (5, days following the second month of school and on forms to be provided by the Division for Exceptional Children, local units shall submit a plan of utilization of non-categorical and categorical positions to the State Superintendent of Public Instruction, with a copy to the Controller, showing the utilization of positions by categories and number of children served.

County and city administrative units operating programs for learning disabled children during the 1973-74 school year utilizing non-categorical, categorical and local positions shall not receive additional or new categorical learning disability positions during the 1974-75 school year if all 1973-74 positions are not maintained.

B. Use of State Allotments

State-allotted non-categorical exceptional children positions for teachers and therapists must be used exclusively for the instruction of exceptional children in one or more of the following categories:

1) Crippled
2) Educable Mentally Retarded
3) Emotionally Disturbed
4) Gifted and Talented
5) Hearing Impaired
6) Homebound
7) Hospitalized
8) Learning Disabled
9) Multi-handicapped
10) Speech Impaired
11) Visually Impaired

C. Accountability and Control by Local Board of Education

County and city boards of education shall organize, supervise and control programs for exceptional children within their units and shall be responsible for all reporting to State offices. The State Board of Education will deal only with county and city boards of education.

II. APPROVED PROGRAM PLAN

A. Submission and Review of Plans

Local school administrative units shall develop comprehensive plans for programs and services during the 1974-75 school year to meet the special needs of exceptional children. Not later than June 10, 1974, on forms to be provided by the Division for Exceptional Children, projected program plans for the 1974-75 school year shall be submitted to the State Department of Public Instruction for review.

B. Considerations in Program Development

In developing a plan of programs and services for exceptional children, local units should consider the following:

1. Assessing needs within the total school population being served and determining priorities.

2. Planning a continuum of services for exceptional children, maintaining them in regular education whenever possible, and providing direct services as needed.

3. Developing a comprehensive plan taking into account the various categories of exceptionality.

4. Providing maximum opportunities for the exceptional child to participate with peers in activities of the regular school program.

C. Innovative Programs

Innovative programs in the education of exceptional children are encouraged. Such programs should be included in the local unit's comprehensive plan. Consideration should be given to the use of additional local, State and Federal resources which may be approvable for programs for exceptional children.

III. ORGANIZATION AND ADMINISTRATION OF LOCAL PROGRAMS

A. Administration of All Categorical Programs

1. Rules, regulations and standards governing programs for exceptional children shall be adopted by the State Board of Education upon recommendation by the State Superintendent.

2. The programs provided for in Article 37, GS 115-30 for Educable Mentally Retarded; Article 38B, GS 115-315.7 for Gifted and Talented; Article 38A, GS 115-315.1 - 315.6 for Hearing Impaired; Article 38C for Learning Disabilities; and Article 37, GS-115 for Trainable Mentally Retarded shall be operated as a part of the Department of Public Instruction and shall be under the general supervision of the State Superintendent.

3. In the administration of these programs, the State Superintendent, the Controller, and the State Board of Education shall deal solely with county and city superintendents and their boards of education.

4. Local programs shall be administered and supervised by county and city superintendents in accordance with policies adopted by their boards of education, not inconsistent with the policies of the State Board of Education.

5. For the administrative operation and organization of programs for trainable mentally retarded children, the local county or city board of education must follow the following additional procedures:

   a. To be eligible for State-aid, a training program must be administered and supervised by a county or city board of education.

   b. The responsibility of initiating a training program rests with the board of education in whose administrative unit the training class or classes are to be located.

   c. In applying for State-aid, local boards of education shall: (1) give evidence of need for a program by certifying to the State Superintendent of Public Instruction the names of the children adjudged to be eligible for admission to a training class and (2) give evidence of financial ability and willingness to aid in maintaining a satisfactory training program by submitting to the Division for Exceptional Children an operating budget showing resources available and expenses contemplated. The Division for Exceptional Children will consult the office of the Controller in approving the budget.

B. Eligibility of Children

Special teaching allotments are provided for exceptional children who, because of handicapping or exceptional conditions, require supplemental services or special placement. The placement of children in any program for exceptional children should be based on competent evaluation by qualified personnel. A child placed in a program for exceptional children shall be reevaluated systematically to assess his progress and to assure proper placement in an appropriate program. It shall be the responsibility of county and city boards of education to obtain any evaluations required.

C. Facilities

Facilities and classroom accommodations for exceptional children should be equivalent to those provided for children enrolled in regular school programs

and should be designed and organized to meet the particular needs of the different categories of exceptional children being served. These facilities should be located within the complex of rooms housing children of the same chronological ages. Toilet facilities should be readily accessible for children in the kindergarten through third grade chronological age groups.

For emotionally disturbed, hearing impaired, learning disabled and speech impaired children, there will be an additional need for special provisions for space, climate control, study cubicles, room dividers, carpeting, acoustic tile and ceiling and other arrangements that contribute to the therapeutic management and instructional environment of children in these categories.

D. Transportation

Making necessary arrangements for transportation of exceptional children is the responsibility of local boards of education in cooperation with the Division of Transportation of the State Board of Education.

E. Instructional Materials, Supplies and Equipment

Local boards of education shall determine and make necessary arrangements for providing the materials, supplies and equipment essential to the instructional programs for exceptional children in a manner commensurate with provisions made for other children enrolled in the public schools. For additional information in these areas consult categorical program areas.

F. Joint Programs

If the number of eligible exceptional children in an administrative unit is not sufficient to justify a special program, local boards of education in adjacent administrative units may, by written agreement recorded in their minutes, jointly operate a program. Such written agreement shall indicate the unit having administrative responsibility for the program and to which funding shall be made by the State Board of Education.

G. Prorated Allotments

Where conditions limit the feasibility of the employment of full-time personnel,
(a) the equivalent of one position may be filled by two or more persons or
(b) one position may be prorated among programs for exceptional children.

H. Reporting Use of Allotments and Release of Unfilled Positions

Within five (5) days following the second month of school and on forms to be provided, local units shall file with the State Department of Public Instruction, Division for Exceptional Children. a report on the utilization of all non-categorical and categorical State-allotted special education positions. Any positions unfilled as of this reporting shall be released by the county or city board of education for possible re-allocation by the State Board of Education.

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I. Qualifications of Special Education Personnel*

Teachers of exceptional children who do not hold a special education certificate in the area of assignment shall as a minimum requirement hold a Class "A" Certificate in some other field; except that in emergency situations a teacher who holds less than a Class "A" Certificate may be employed upon approval by the State Superintendent, with a copy of such approval furnished to the Controller. A request for such approval submitted by a county or city superintendent will certify that a qualified "A" certified teacher is not available and will indicate the qualifications as to experience and/or special training of the applicant being considered who holds less than a Class "A" Certificate. All teachers should have completed some special courses in the area of specialization leading to a certificate in special education.

Beginning in the 1972-73 school year, all teachers of exceptional children should have begun meeting the required eighteen (18) semester hours for certification. After September 1 of 1977, only properly certified teachers shall be employed to teach exceptional children. Beginning therapists should be certified in speech and hearing to be employed.

Teachers employed during the 1973-74 school year and thereafter would come under the competency-based teacher education program approach. An individual must complete the program of preparation based on his needs as determined by an approved institution or local consortium and be certified by the State Department of Public Instruction on the endorsement of the institution or a local consortium without regard to the eighteen (18) hours requirement listed. Teachers employed prior to and during the 1972-73 school year will have the option of using the eighteen (18) semester hours or the competency-based approach for certification.

IV. SPECIAL USE OF EXCEPTIONAL CHILDREN TEACHING POSITION FOR LOCAL CHAIRMAN OF PROGRAMS FOR EXCEPTIONAL CHILDREN

The following conditions will prevail if a unit wishes to utilize a State-allotted position for exceptional children as chairman of programs for exceptional children:

A. A maximum of two State-allotted non-categorical teaching positions for exceptional children may be used as (or to employ) a chairman of programs for exceptional children in a local unit that received 100 or more positions. In administrative units that received less than 100 positions, a maximum of one State-allotted non-categorical teaching position may be used as a chairman of programs for exceptional children. It is recommended that an administrative unit may utilize one of its non-categorical positions only if the total number of special teachers of exceptional children for whom the chairman is responsible is twenty or more. However, there might be situations when the advantages to the program would justify the use of such allotment when there are fewer than twenty special teachers.

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*Does not include teacher qualifications for trainable mentally retarded children.

B. The State-paid portion of the salary of the person in such a position would be the same as if that person were employed as a special education teacher. The local unit is encouraged to supplement this salary.

C. Two or more units may share the services of one chairman, but the position must come from the allotment to a single unit rather than being split among positions allotted to several units. The local units are encouraged to do this where practical and to work out any reciprocal arrangements and agreements among themselves, such as travel allowances, supplies, materials, secretarial help, and summer employment when such services will be needed twelve months per year.

D. The chairman should have an academic degree at the master's level in the education of exceptional children and teaching experience.

E. Approval will be based on a written proposal submitted to and approved in advance by the Division for Exceptional Children with a copy of the approval filed with the office of the Controller.

NOTE: Final Revision by A. C. Davis on May 21, 1974.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR CRIPPLED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Eligibility

1. Any child who has a crippling physical disability making it inadvisable for him to participate in the regular classroom program of the public schools is eligible for a special class program for crippled children. Qualifying disabilities are those of a serious, long-term, permanent, or progressive nature and may include disabilities resulting from orthopedic, cardiac, or other systemic conditions.

2. It is the responsibility of the local administrative unit to obtain and file a statement from a physician relative to the nature and extent of the crippling condition, the physical limitations within which the pupil can operate successfully, and the anticipated length of time the pupil will be incapacitated.

B. Placement

A crippled child should be placed in a special self-contained class for the crippled only when placement in a regular classroom program is inadvisable.

II. PROGRAM

A. Use of Personnel

A class for crippled children should include approximately six to twelve pupils. The class membership will depend upon such factors as the number of different grade levels and subject areas of instruction which the teacher will be expected to provide, the extent to which individual pupils may require special attention related to their physical needs, and the availability of a teacher aide. The provision of a teacher aide is advisable if there are pupils whose disabilities require much or frequent physical assistance.

It is of primary importance that the pupils be provided with instruction at the appropriate grade levels and in the appropriate subject areas.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION

A. Definition. Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior. (American Association on Mental Deficiency--definition adopted 1959.)

B. Classification. The term educable mentally retarded refers to the individual's current status with respect to his *intellectual functioning and adaptive behavior.* The intellectual functioning of the educable mentally retarded is equivalent to the "mildly retarded" range in the American Association on Mental Deficiency classification system, but also includes an extension upward into the lower portion of the A.A.M.D. "borderline" range and an extension downward into the upper portions of the A.A.M.D. "moderately retarded" range. This functioning level requires adaptations, modifications, and additions to the regular classroom program and its curriculum.

The adaptive behavior refers primarily to the effectiveness of the individual in adapting to the natural and social demands of his environment. It has two major facets: (1) the degree to which the individual is able to function and maintain independently, and (2) the degree to which he meets satisfactorily the culturally imposed demands of personal and social responsibility.

II. PLACEMENT

Local education agencies shall establish written procedures and policies for screening and referral to identify children who need special services and/or programs.

A. When a regular teacher feels that a pupil should receive special education services, he should consult the principal and/or coordinator of programs for exceptional children. The teacher shall provide in writing his assessment of the pupil and give specific examples of behavior which might indicate a need for special services. The coordinator or his designee shall then observe the pupil in the regular classroom to informally assess his social development, language development, and academic performance. *In many cases, the pupil might not need the services of the exceptional children's program. Instead, modification of the regular program might be appropriate.* In other cases, the pupil might be further considered for special placement for part of the day or the full day.

B. A placement committee of appropriate personnel [coordinator of programs for exceptional children, supervisors, teachers (regular and special), school nurse, speech clinician, home school coordinator, principal, psychologist, and others who have worked with the pupil] shall be organized to determine the placement of pupils. It is recommended that at least one member of the committee be from an ethnic or racial minority group if pupils of more than one race are being reviewed for placement. *Assignment to special services and/or programs shall be made only upon the recommendation of the placement committee.* The chairman of the committee shall have the responsibility for insuring that the following screening and placement procedures are followed:

1. Compilation and review of the following:

   a. Teacher observations
   b. Cumulative school record
   c. Social competencies and adaptive behavior
   d. Speech and language development
   e. Recent medical evaluation (including vision and hearing)
   f. Psychological report

   The psychological assessment and evaluation shall include assessment and evaluation of intellectual functioning, social and personal behavior, academic performance, and general adaptive behavior. Such assessment and evaluation shall be performed or supervised by a qualified examiner. (Tests may be administered by a person other than a qualified examiner but the evaluation has to be interpreted and supervised by a qualified examiner prior to placement into a program for the educable mentally retarded.) The Division for Exceptional Children will assist local administrative units in identifying qualified examiners when assistance is needed. Assessment of intellectual functioning shall be based upon the use of the Stanford-Binet Intelligence Scale (1960 revised) or one of the appropriate age norm Wechsler Intelligence Scales or a test of equal validity and equivalent norms. The intelligent quotient range for placement in programs for the educable mentally retarded is 50-75 which includes one standard error of measurement.

2. Local units shall not assign minority group pupils or linguistically different pupils to special services and/or programs on the basis of race, color, ethnic background or religion, or criteria developed solely on the command of the English language. All of the above (a-f) shall be reviewed before placement.

3. The parents and/or guardian shall be involved in the following procedures:

   a. If the placement committee feels that a psychological assessment and evaluation are needed, the parents or guardian shall be consulted and provide their consent.

b. If the placement committee feels that the pupil should receive special services, a parental conference is necessary to explain the advantages and disadvantages of the special services. *Parental or guardian consent shall be obtained in writing.*

4. The placement committee should review annually the appropriateness of each pupil's placement as evidenced by pupil progress or lack of it. Those who no longer require special services should be reassigned to more suitable classes.

III. PROGRAM

A. Organizational Patterns or Approaches

Teaching positions may be utilized in a variety of ways. Units should determine which organizational patterns could best meet the needs of the pupils in the individual schools at the particular time.

Teachers who serve more than one (1) group of pupils a day should have an unencumbered planning period during the day.

1. Resource-Regular Classes. Resource programs are organizational patterns where pupils are enrolled in regular classes and, in addition, the resource teacher provides the specialized instruction the pupils require either within the confines of the regular classroom or in a resource room.

   The resource teacher not only provides direct learning experiences to the pupils, but he also consults with the regular teachers in assessing the pupils' strengths and deficiencies. As a team, the resource teacher and regular teachers develop a plan to meet the needs of the individual pupil and assume joint responsibilities for implementing and evaluating the plan.

   A committee should select the educable mentally retarded pupils for the resource-regular program on the basis of what is best for individual pupils at the particular time. Due regard must be given to the pupil's previous adjustment. Pupils with good social skills, good oral communication, and I.Q.'s in the upper range of educable mental retardation will probably be more successful in resource-regular class programs.

2. Block or Departmentalized Classes. A teacher in block or departmentalized classes provides services to different groups of pupils in a block of several hours or departmentalized by subject. In these classes, pupils receive instruction from both regular and special teachers with teacher roles clearly delineated.

3. Self-Contained Classes. A teacher of a self-contained class provides specialized instruction to one group of pupils who are placed in the class for the major portion of the school day and integrated with other pupils in such activities as physical education, art, music, assembly programs, lunch, and other activities from which they can benefit.

The younger or more heterogeneous the group, the smaller the class should be. Primary classes should have approximately twelve (12) pupils for each adult. Elementary classes should have approximately sixteen (16) pupils for each adult. Self-contained classes at the secondary level are not recommended.

B. Curriculum

Curriculum for the educable mentally retarded pupil should be so designed with goals and objectives that the pupil's individual needs are met. Curricula, class activities, classroom organization, materials and equipment should be geared to the practical aspects of daily living and ultimate integration into the community. Centers of interest should be established within the classroom to provide pupils with a variety of educational experiences.

The following curriculum areas should be included at all levels of the school program regardless of organizational pattern. The career education concept should be integrated into the following curriculum areas:

1. Social competencies
2. Number concepts
3. Communication skills
4. Other areas - art, music, physical education, practical science, health and safety. (These should be correlated with the three major areas above.)

If the pupils receive part of their instruction in regular classes, the regular and special teachers should plan and correlate the services to insure that the total instructional program is meaningful.

In high school, the pupils should be provided on-the-job experience in the community as well as pre-vocational and vocational services in the school to prepare them for future employment. The special teacher should work closely with personnel in Vocational Rehabilitation and Occupational Education in planning, implementing, and evaluating these experiences. The special teacher and driver education teacher should cooperatively plan a pre-driver education and driver education program for the pupils. The special teacher may assist the pupils in learning much of the content before they are enrolled in the regular driver education course. Pupils in the special high school classes should not necessarily be required to take the same courses as regular students to graduate. Their program should be individually prescribed to meet their particular needs. The culmination of high school is graduation from a prescribed program. Post-school possibilities are: placement in the community, homemaking, or further vocational training in a sheltered workshop or technical institute.

Sources of information regarding curriculum and curriculum development are available through the Instructional Materials Centers. Consultative services are available through the Division for Exceptional Children, Regional Consultants and other divisions in the State Department of Public Instruction.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR THE EMOTIONALLY DISTURBED

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Definition

The emotionally disturbed child or adolescent, for the purposes of the program for exceptional children, is one who, after receiving supportive and counseling services available to all students designed to improve adjustment and learning, continues to either manipulate or be manipulated by emotional factors and fails to cope with the regular education program. This may be manifested by an inability to develop emotionally and socially, to learn at the same rate as his or her classmates and by a need for special education services. Children and youth served by this program may be said to have "primary emotional problems," i.e., behavior and learning difficulties often referred to as social maladjustment, adjustment reaction, neurosis, psychosis, autism, etc. This definition does not include those students whose learning and adjustment problems are primarily due to:

1. mental retardation
2. severe sensory or physical handicaps
3. ordinary classroom behavior problems and social problems resulting from delinquency and drug abuse

B. Identification

Determination of who is an emotionally disturbed child or youth needing the services of the program for exceptional children shall be made by one or more of the following:

1. a physician duly licensed to practice medicine and who is trained in the specialty of psychiatry
2. a licensed psychological examiner or practicing psychologist as certified by the North Carolina Board of Examiners of Practicing Psychologists
3. a school psychologist who is duly certified by the State Department of Public Instruction

Any exception to this practice must be approved by the Division for Exceptional Children in writing. Every local school unit utilizing this program should have on record written policies and procedures for the identification, selection, placement and return to the regular program for students served in this program.

C. Eligibility

1. A child to be enrolled should have potential for improvement. This is often dependent upon his having an intelligence quotient of 80 or above as determined on an individual psychological examination by a qualified psychologist.

2. In addition, he should have a complete psychiatric or clinicial psychological evaluation which indicates moderate or serious emotional disturbance and inability of the child to profit from the regular instructional program.

D. Placement

Prior to entry into the program, a child should have a complete evaluation by either a school or educational psychologist stressing the child's achievement levels, sensory-motor and perceptual competence, ways the child copes with school-related adults and peers, and ways that adults cope with him through interaction or transaction analysis, as well as other information needed to plan an educational environment for that child.

II. PROGRAM

A. Qualifications of Personnel

Teachers directly intervening into the child's program should have at least the following competencies:

1. Demonstrate an awareness that children can grow and develop.

2. Demonstrate an understanding of the significance of the failure to learn and provide for a continuum of environments to children in order to insure relevance to their personal development and learning style.

3. Demonstrate knowledge of the principles of therapeutic intervention in educational arrangements for the child.

4. Demonstrate knowledge and respect for the cultural variations in children's behavior.

5. Be able to influence regular classroom teachers to alternate their teaching strategies for the children served by this program.

6. Demonstrate an awareness of and ways to mobilize educational, community, and parental resources for the child.

7. Perform successfully (as a teacher or other resource person) in educational arrangements for emotionally disturbed children.

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B. Use of Personnel

Teachers can be approved for use in any arrangement where it can be documented that said arrangement is managed by that teacher to emotionally, socially and educationally benefit the emotionally disturbed child or youth. However, where those arrangements are other than resource rooms, crisis consultation, itinerant teaching, team teaching and self-contained classrooms, the arrangements must have prior approval through the Division for Exceptional Children, State Department of Public Instruction.

C. Preventive Programs

1. Preventive measures can be an integral part of all mainstream programs. Teachers and other adults in the student's life can, through the use of appropriate teaching strategies and personal reactions, exert a positive influence where there might be discord around a disturbed child

   Regular classroom teachers can be helped to recognize that:

   a. they stand in loco parentis and have the student during the most productive hours of the day for student and teacher.

   b. they work in an environment which can and does exert a large influence on the development of the student's behavior.

   c. the contingencies of the classroom, if utilized under the proper authority, are ample to deal with most students' behavior.

   d. their problems and their students' problems are essentially the same, i.e., human problems arising from unresolved personal and social conflicts.

2. School systems in this and other states have reported the following kinds of special programming for emotionally disturbed children:

   a. Heterogeneous grouping (within open classrooms)

   b. Heterogeneous grouping through blocking and other similar arrangements

   c. Resource and crisis rooms

   d. Mental health consultation to program personnel

   e. Teacher-moms and teacher-dads

   f. Cross-age helping (using these children to tutor other children)

   g. Retired individuals to provide "listening posts" for children

h. Special classroom arrangements

i. Day and residential camping (such as Carolina Boys Camp at Candor, North Carolina)

j. Individual child study programs

k. Preschool intervention (for example, language development for autistic children)

l. Group and individual counseling for parents

m. Music and other forms of activity therapy

n. Reflective environments

o. Child advocates and other child advocacy arrangements

D. Provision of Instructional Materials

Emotionally disturbed children often require special instructional materials. Much of the material will be produced by the teacher; therefore, adequate time provision should be made for such work. In addition, funds for the purchase of commercial materials should be a part of the administrative unit's instructional supplies budget.

D. Class Size, Case Load, Etc.

Enrollment in self-contained classes should not exceed 10 students for each teacher/teacher aide. A resource teacher/teacher aide may work with up to 25 students. An itinerant teacher may have a case load of up to 20 students. Teachers working in Crisis-Consultation positions may have a case load of up to 40 students. Teachers working in Team Teaching Arrangements will have varying responsibilities, all of which must relate to the management of the classroom to benefit the emotionally disturbed child or youth. Generally, the case load of students in this arrangement is up to 10 percent of a total classroom's enrollment and not more than 15 students.

F. Class Structure

Consideration should be given to how children are grouped (heterogeneous or homogeneous), how long they stay in special programs, and how they are reintroduced into regular classes. Special and regular classroom teachers should play a major role in determining such policies and procedures.

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G. Coordination with Other Programs

In order to establish a continuity of services for the children served by this program, it is necessary to establish this program as a part of mainstream education. Its goals and objectives should be a part of those developed for the overall school program. The program should include as its strategies to meet those goals: (a) the individualized instruction of pupils and (b) the management of mainstream educatior environments to benefit emotionally disturbed children.

H. Reports

Personnel working with emotionally disturbed children should enter cooperatively into reporting and evaluating the student's progress to parents. Reporting should be in accord with the goals and objectives developed for this student cooperatively with his parents, teachers and himself.

Reports returning with the student to the regular classroom should stress his growth and development and the process that has led to such learning.

I. Program Resources

The local unit's supportive personnel (speech therapists, guidance counselors, remedial specialists, etc.) should be utilized where needed in the child's instructional program.

An advisory council with members broadly representative of individuals and community agencies having responsibility for the education and socialization of children should be formed to assist and advise in the development and evaluation of the program. (Representatives might include general educators, juvenile correction authorities, parents, legislators, special educators, and social and mental health services personnel.)

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM OF GIFTED AND TALENTED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION, PLACEMENT AND EVALUATION

A. Definition: The term "gifted and/or talented child" shall mean a pupil properly enrolled in the public school system of North Carolina who possesses the following qualifications (amended by the State Board of Education on March 4, 1971):

1. An intelligence quotient test (IQ) score of 120 or higher on a standardized group test of intelligence

2. A majority of marks of A and B

3. A standardized academic achievement test score of average or above

4. A recommendation by his teacher or principal

5. And/or possess other characteristics of giftedness and talents to the extent that they need and can profit from programs for the gifted and talented

B. Placement: Placement of a student is determined by the criteria listed on page 1 and in keeping with the established written procedures and policies for referral, screening and placement of students into gifted and talented programs which shall be approved by the local superintendent and his board of education. *These local written procedures not inconsistent with the policies of the State Board of Education will be in use by July 1, 1974.* In establishing the placement procedures, local policies shall include the following steps for each child:

1. Teacher and/or principal recommendation with attention to eligible minority children, those with culturally different talents.

2. An evaluation of all potentially eligible students to include:

   a. Scores on IQ tests, preferably individual
   b. Standardized achievement tests, preferably those subtests which reflect thinking skills rather than recall
   c. Performance level in class
   d. An inventory of talents other than just academic

3. A team evaluation of data to assess the student's needs and optimum placement. The team shall include one or more teachers who know the child, the involved principal, the administrative person assigned by the superintendent to be responsible for the unit's gifted and talented

program, and others deemed necessary for evaluation including minority representation. If an additional and more comprehensive evaluation is needed by the team more than that which is given routinely to all students, such evaluation shall be done after written permission is obtained from the parent/guardian and shall be conducted by a person qualified to obtain and interpret such information.

4. Parental/guardian permission obtained in writing before placement.

5. Placement by mutual consent of the involved principal and administrative person responsible for the gifted and talented program in the local unit. *Under no circumstances is any child to be placed in a program without the knowledge and consent of the person responsible for the gifted and talented program and without the above procedures having been conducted.*

During the year a new student may be introduced into the program according to the above procedures; a child may be removed from the program after thoughtful consideration and consultation with child and parent. Procedures for removal, keeping uppermost in mind the best interests of the child, shall also be written and adopted by the local board. Students and parents should be made aware of this plan. Many administrators see the need to place these students for part of each day with their peers for social and affective development rather than to segregate them entirely. This is a decision to be determined by the local administrative unit.

C. Evaluation: Each child's academic/performance record needs continuing evaluation to insure optimum placement and to see that the program is meeting the needs of the student. Is the student being challenged? Is he developing a positive value system and good work habits? Are many types of evaluations being used by the teacher (tests of various types, skits and other performing arts activities, anecdotal notes, student and parent opinionnaires, improvement in self-concept and interest levels, cumulative folder of student work)?

II. PROGRAM

A. Use of Personnel: The superintendent, the board of education, and the chairman of exceptional children determine placement of classes and staff utilization. Below is a listing of different ways of staff use in the State. Note will be made as to flexibility in the gifted and talented program. Regardless of staff utilization, programs shall be determined by pupil needs.

1. Team teaching: An allotment may be divided between two or more teachers. Teachers closely adjunct can plan together, integrate classes or groups of children for various projects, work in skills development with some, and work concurrently with others on projects of direct individual work.

2. Work in one subject on many grade levels: A teacher may teach one subject such as math in grades one through six meeting the classes every day. Length of periods will vary with age and attention span.

3. Combination grade: A school having only a limited number of eligible children in each grade may combine two or three grades into one self-contained class. Since gifted children learn more rapidly and work well independently and in small groups, they lend themselves to this arrangement. The teachers will be wise to rely on a variety of supplementary materials rather than textbooks.

4. Multi-age, multi-grade continuous progress: This innovative concept utilizes an ungraded approach where the curriculum is individualized and a child may progress at his own rate of speed. All the children will not be doing the same things or studying the same subjects. Centers of interest and resource centers arranged in the learning area will enable the child to work on his own or with a few others.

5. The itinerant teacher: This teacher is shared by two or more schools depending on the distances involved. The teacher may meet the gifted and talented class every day or may meet the class fewer times per week. These children depend solely on this teacher for instruction in a particular subject such as science.

6. The itinerant resource enrichment teacher: This utilization is the most flexible of all types. *It is for enrichment and in-depth study and does not supplant the regular teacher.* The teacher will meet the children fewer times a week or a month drawing them from the regular class. One teacher is able to work with more children by this means than by any other arrangement. *Careful orientation in the schools where the resource teacher works and thoughtful selection of the teacher as to intelligence and flexibility are essential.* Teacher competency should determine areas of enrichment.

7. Block of time: A language arts-social studies block and a math-science block can utilize one allotment divided between two teachers or two blocks each using two teachers. This may be placed in one grade serving the same children for both blocks or may be placed in two grades to mainstream the children part of the day. On the high school level, the block system can serve four grades with a humanities approach., Curriculum development is very important taking into specific consideration access to the Media Center.

8. High school programs: These may be deployed in one discipline or more, may utilize one or more teachers in one, two, three or four grade levels depending on the pupil population and scope of the program. Access to the Media Center again is imperative.

9. Advanced Placement: The College Entrance Examination Board (CEEB) or the Section for Gifted and Talented can be contacted for information on starting a program which is taught on the college level but within the high school and, upon successful completion of the CEEB Exam in the spring, allows the student to receive advanced placement and/or college credit at most institutions of higher learning. Special resources will be necessary to upgrade materials and media--this effort will be largely assigned to the local administrative unit.

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10. Self-contained classes: In the past many elementary classes were arranged in this manner. However, two major reasons are causing fewer classes to be arranged this way: (1) the desire to integrate bright students with their age peers for part of the day; and (2) the shortage of allotments for bright students necessitating a broader utilization of the teacher. The self-contained class is being replaced by more departmentalization, team-teaching, multi-grade groupings of students, and enrichment classes to afford services to more gifted and talented students.

B. Curriculum

The most important aspect of this program is the necessity of a different type of curriculum. Bright children think in abstract terms and are easily bored by routine tasks. At times, however, attention must be given to skills development although these children learn at a much more rapid pace than other children. Repetition becomes irksome, the seed for dropping out. *Each administrative unit shall work toward a sequential program from the primary through high school grades.*

Leading educators feel that an excellent method of teaching the bright student is through the Inquiry Process. This method requires a reorientation of teaching styles with most teachers, for the teacher moves from a lecturer, playing the dominant leadership role to a facilitator of student learning, guiding the child in his pursuit of knowledge and comprehension, decision-making and leadership, skills development, and the thinking processes. Regardless of the technique, a variety of teaching and learning styles should be employed to continue the interest level of the class. Attention should be given to the cognitive levels of teaching incorporated with the affective levels. Teaching for the mere acquisition of facts is poor teaching. Creative teaching leads to enthusiastic study and learning.

A wide variety of various materials is needed so the student is able to do his independent and small group work. A more diversified program can be achieved by use of many books and supplementary materials. No gifted and talented program relies on basal texts, for these books are not written with the bright child in mind.

C. Class Size

Enrollment in regular classes shall not exceed 25 pupils; enrichment (itinerant resource programs) class enrollment shall be no larger than 15 per class. More laboratory space and equipment and multi-media facilities will be needed in order to achieve the degree of small group and individual work using supplementary materials and will be furnished by the local administration.

Local administrative agencies should strive to implement the checklist called "Standards for Local Administrative Agencies to Use in a Self-Study for Accreditation" as soon as possible.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR CHILDREN WITH HEARING IMPAIRMENTS

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Eligibility

Any child, including those under the age of six years, whose hearing is impaired to the degree that speech and language development is delayed or deficient, or that his progress in regular class is hampered, is eligible for the program for hearing impaired children.

1. Hearing impaired children are those with hearing losses which are handicapping educationally and developmentally and include those children who may later be educationally classified as hard-of-hearing as well as those who may later be classified as deaf.

   a. Hard-of-hearing children are those whose hearing is defective but still functional, with or without a hearing aid, for the ordinary purposes of life.

   b. Deaf children are those whose hearing is not functional for the ordinary purposes of life.

2. Identification of hearing impaired children may be made by speech, language and hearing clinicians, public health or school nurses, principals, teachers, or qualified referral agencies.

3. It shall be the responsibility of the local administrative unit to obtain and keep in a central file appropriate medical, otological and audiological evaluations, which are subject to review by the State Superintendent of Public Instruction. A summary of all data will be provided for placement into the teacher's cumulative folder.

B. Placement

1. Placement of hearing impaired pupils in public schools is in a regular classroom with the supportive services of a special teacher or in a special self-contained class.

2. Administrative units having services for hearing impaired pupils shall have written criteria to determine eligibility and placement of pupils in programs for the hearing impaired.

3. A school-based, bi-racial diagnostic-educational assessment team shall be utilized before a pupil is accepted for placement in a public school program for the hearing impaired. The team will be selected from among the following (The team should consist of as many of these as possible): (a) the principal as chairman, (b) the teacher,

parent or agency representative referring the child, (c) teacher of the hearing impaired, (d) director of exceptional children, (e) psychologist or psychometrist, (f) guidance counselor as appropriate, (g) social worker (h) school nurse, (i) speech, language and hearing clinician, (j) audiologist consultant, where possible, (k) physician.

4. When team decisions for professional services are made for pupils with hearing impairment, qualified teachers of the hearing impaired and/or audiologist shall have primary responsibility for determining the type of program model needed and the frequency of direct/indirect contacts scheduled for the pupils. The final placement, however, is determined by the Director of Special Education.

5. Prior to placement in a program for the hearing impaired the pupil shall receive a minimum of otological evaluation, audiological evaluation, and a speech and language evaluation.

6. Additional pertinent information concerning the pupils needs and behavior should be presented before placement: (a) developmental history, (b) family history, (c) social history, (d) physical examination, (e) academic history as appropriate, (f) psychological evaluation, (g) and an educational evaluation as appropriate.

7. Pupil placement shall be reviewed on a regular basis by the teacher of the hearing impaired and/or regular classroom teacher. Pupil placement shall be reviewed or re-evaluated on an annual basis or as the need arises by the school-based assessment team.

8. Written documentation shall be prepared for: (a) retention in the program, (b) transfer to different programs or services, (c) dismissal and follow-up.

9. When special questions arise concerning proper placement an advisory committee may provide consultative service.

   a. The Advisory Committee may be composed of:

      (1) a representative of the local school system.

      (2) a representative of the Division for Exceptional Children of the State Department of Public Instruction.

      (3) a representative of the appropriate State residential school for the deaf.

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(4) any other invited member such as representatives of local boards of health, welfare agencies, maternal and child health agencies, private or university speech and hearing clinics or other interested agencies.

10. Cooperative arrangements should exist between local school systems and residential and institutional centers for reciprocity in placement of pupils, in order for pupils to have instruction best designed for their individual educational and social needs. It is recommended that transfer from a State residential program to public schools or from a public school program to a residential program be arranged well in advance of admission in September or January.

II. PROGRAM

A. Class Size Requirements

A teacher may be used in a self-contained classroom with a pupil-teacher ratio of approximately five-to-one on a preschool level, five-to-one on a primary level, six-to-one on an elementary (two or more levels combined), and eight-to-one on a secondary level where two or more levels are combined.

B. Instructional Materials and Equipment

Special items appropriate to hearing impaired pupils, such as amplification equipment, should be provided in addition to the usual items supplied for regular classrooms.

C. Methods of Providing Services

Where hearing impaired services are being utilized the following types of options constitute component parts of a continuum model for pupils with hearing impairment:

1. Diagnostic Center Placement - Short-term placement for diagnostic assessment.

2. Special Classroom Placement - This option should be considered when the diagnostic assessment indicated that the pupils' needs cannot be met in the general education program. Full- or part-time aides are essential.

3. Transition or Integration Class - The pupil spends at least half of the school day in a regular class and half in a special class(s). The pupil may spend time only in two or more subjects in the regular class and then return to the special placement, etc.

4. Regular Classroom Placement - The supportive services include (a) direct/indirect services to hearing impaired pupils enrolled in a regular classroom by hearing specialists or (b) consultation services to the teacher.

5. Resource Room - A part-time class (less than half time) where hearing impaired pupils receive special instruction for a minimum of one hour of daily instruction.

6. Parent/Infant Instruction Services - Parents are provided with guidance and instruction for assisting infants and preschoolers to develop appropriate communicative behavior skills. The instruction may be given in schools, homes or other appropriate facilities.

7. Consultant Model - The teacher of the hearing impaired and other professionals becomes responsible for teacher and paraprofessional in-service education programs.

Schedules should be changed for individual pupils as their need for services change.

D. Reports

Appropriate forms for evaluating and describing the program for hearing impaired pupils should be returned to the Division for Exceptional Children on request.

E. Additional Program Resources

Consultants in Speech and Hearing, Division for Exceptional Children, State Department of Public Instruction, can supply information regarding referral sources, program development, federal funds, and coordination with service agencies. In addition, local boards of education may wish to coordinate their program with the work of local boards of health, social service agencies, developmental evaluation clinics, maternal and child health services, university or other speech and hearing clinics or other interested agencies.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR HOMEBOUND CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Eligibility

1. Any child who is disabled to the degree that it is impossible or inadvisable for him to attend public school even with the provision of special classes and transportation is eligible for a program for homebound children. He must be capable of profiting from an educational program, be eligible for enrollment in a public school, and be expected by competent medical authority to be away from the classroom for a minimum of four weeks.

2. Eligibility for home instruction does not include children whose major disability is a communicable disease, mental retardation, impaired speech, language, hearing or vision, or serious emotional disturbance. (However, if an attending physician deems home instruction a necessary part of the child's habilitation, that child may receive home instruction.)

3. It is the responsibility of the local administrative unit to obtain and file a statement from a physician certifying the child for home instruction. The statement should set forth the nature and extent of the handicap, the physical or psychological limitations under which the child can operate successfully, and the anticipated length of time he is expected to be incapacitated.

B. Placement

A child should be enrolled in the homebound program only when placement in a regular classroom program is impossible or inadvisable.

II. PROGRAM

A. Use of Personnel

It is strongly recommended that local county and city boards of education develop policies governing the conditions under which instruction will be provided in a child's home. Conditions to be considered will usually include: the presence in the home during the teacher's visit of a responsible adult member of the child's family, a suitable place of work including appropriate equipment, freedom from the distractions of noise and the presence of other children.

1. A full-time assignment for a teacher of the homebound ranges between six and twelve pupils. The physical condition and grade level of each pupil and the amount of travel involved will be factors in determining teacher load and schedule. The physical condition of the child permitting, a child enrolled in a program for the homebound should receive an average of five hours of instruction per week.

2. Teachers of homebound children are employed for the same period as all other teachers in the local administrative unit and observe the same schedule with respect to opening and closing dates, holidays, and pay periods.

3. Transportation for teachers of homebound children should be provided by the local board of education.

B. Instructional Materials

It is of primary importance that the pupils served be provided with instruction at the appropriate grade levels and in the appropriate subject areas. Therefore, instructional supplies, textbooks, library books, and other instructional materials and aids should be provided as needed in the same manner as for all other children enrolled in the public schools. The school at which the child is enrolled or is eligible to be enrolled should provide the needed instructional materials and books. Teachers' editions of textbooks and teachers' guides or manuals should be provided by the administrative unit operating the program.

C. Reports

1. Since the homebound program is approved by the State Board of Education, credit is granted by the pupil's home school for all work which, in the opinion of the teacher of the homebound pupil, is satisfactorily completed. The teacher of the homebound program should submit to the superintendent or to the principal of the school in which the pupil is or normally could be enrolled, a report of work satisfactorily completed for which credit is to be awarded.

2. Teachers should maintain the usual public school register and submit, for information purposes only, contact and progress reports to the local superintendent and to the principal of the school in which the child is or should be permanently enrolled. Such reports should be made a part of the child's cumulative record.

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State Board of Education

POLICIES AND REGULATIONS GOVERNING PROGRAM FOR HOSPITALIZED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND ELIGIBILITY

A. Any child who is confined to a general or psychiatric hospital for treatment or for a long period of convalescence is eligible for a program for hospitalized children. He must be capable of profiting from an educational program, be eligible for enrollment in a public school, and be expected by competent medical authority to be away from the classroom for a minimum of four weeks.

B. Eligibility for hospital instruction does not include children who have a communicable disease.

C. It is the responsibility of the local administrative unit to obtain and file a statement from a physician certifying the child for hospital instruction. The statement should set forth the nature and extent of the handicap, the physical or psychological limitations under which the child can operate successfully, and the anticipated length of time he is expected to be incapacitated.

II. PROGRAM

A. Use of Personnel

1. A full-time assignment for a teacher of the hospitalized ranges between six and twelve pupils. The physical condition and grade level of each pupil and the amount of travel involved will be factors in determining teacher load and schedule. The physical condition of the child permitting, a child enrolled in a program for the hospitalized should receive an average of five hours of instruction per week.

2. Teachers of hospitalized children are employed for the same period as all other teachers in the local administrative unit and observe the same schedule with respect to opening and closing dates, holidays and pay periods.

3. Transportation for teachers of hospitalized children should be provided by the local board of education.

B. Instructional Materials

It is of primary importance that the pupils served be provided with instruction at the appropriate grade levels and in the appropriate areas. Therefore, instructional supplies, textbooks, library books, and other instructional materials and aids should be provided as needed in the same manner as for all other children enrolled in the public school

The school at which the child is enrolled or is eligible to be enrolled should provide needed instructional materials and books. Whenever possible, the child should bring his textbooks to the hospital from the home school. The hospital should be responsible for the sterilization of textooks when necessary. Teachers' editions of textbooks and teachers' guides or manuals should be provided by the administrative unit operating the program.

C. Reports

1. Since the hospitalized program is approved by the State Board of Education and the county or city board of education, credit is granted by the pupil's home school for all work which, in the opinion of the teachers of the hospitalized pupil, is satisfactorily completed. The teacher of the hospitalized program should submit to the superintendent or to the principal of the school in which the pupil is or normally could be enrolled, a report of work satisfactorily completed for which credit is to be awarded.

2. Teachers should maintain the usual public school register and submit, for information purposes only, contact and progress reports to the local superintendent and to the principal of the school in which the child is or should be permanently enrolled. Such reports should be made a part of the child's cumulative record.

State Board of Education

POLICIES AND REGULATIONS GOVERNING PROGRAM FOR
CHILDREN WITH LEARNING DISABILITIES

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Definition

Children who exhibit a disorder in one or more of the basic psychological or physiological processes involved in understanding and in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include, but are not limited to, conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and/or developmental aphasia. They do not include learning problems which are due primarily to visual, hearing, mental retardation, emotional disturbance, or motor handicaps.

B. Identification

The local school unit shall develop and have on record written policies and procedures for the identification, selection, placement, and return to regular classes of children in this program.

C. Eligibility

1. Diagnosis of a learning disability shall be made by a multi-disciplinary team composed of at least a teacher with background in prescriptive remediation techniques and/or a principal, a school or clinical psychologist, and an attending physician (where possible). It is recommended that a child have a complete neurological evaluation.

2. A child to be enrolled should have an intelligence quotient of 90 or above as determined by an individual psychoeducational evaluation administered by a qualified psychologist or educational specialist. [Occasionally, a child with a borderline I.Q. (70 to 90) and a learning disability may be placed in the program if he would not profit from any other available program.]

3. Additional psychoeducational information can be obtained not only through formal diagnostic methods but informal diagnostic methods as well. All observations should be documented to be used in determination of eligibility.

D. Placement

A student who is said to have a specific learning disability has potential for growth and development. Eligibility and placement must, therefore, consider the school environment as well as the student's differences.

Environments for this student must be designed to advocate in his best interest.

Appropriate individualization of the early school program can prevent the effects on the child described earlier. Children with severe differences, especially in language development, need early and intensive structuring to insure their development of a functional language.

Medical services, sometimes through the skilled use of medication, can also contribute to the prevention of negative effects on the student. Medical services are also important to determine if there may be an organic and/or progressive condition contributing to the student's variant behaviors.

II. PROGRAM

A. Teachers and others directly involved in the student's program are suggested to have the following minimum competencies:

1. Demonstrate an awareness that all children can grow and develop.

2. Demonstrate an understanding of the significance of the failure to learn and provide for a continuum of environments to students in order to insure relevance to their personal development and learning style.

3. Demonstrate knowledge of the principles of designing individual instructional programs for the child.

4. Demonstrate knowledge and respect for the cultural variations in children's behavior.

5. Know and practice developmental strategies with children.

6. Be able to influence mainstream classroom teachers to alternate their teaching strategies for the children served by this program.

7. Demonstrate an awareness of the ways to mobilize educational, community and parental resources for the child.

B. Use of Personnel

Teachers may be used in any arrangement where it can be documented that said arrangement is managed by that teacher to educationally benefit the student with a learning disability. However, where those arrangements are other than resource rooms, team teaching, itinerant programs, or self-contained classrooms the arrangement must have prior approval through the Division for Exceptional Children, State Department of Public Instruction.

C. Types of Administrative and Instructional Programs

School systems have reported the following kinds of special programming for children with learning disabilities:

1. Heterogeneous grouping (within open classrooms).

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2. Heterogeneous grouping through blocking and other similar arrangements.

3. Resource and crisis rooms that emphasize prescriptive teaching.

4. Mental health consultation to program personnel.

5. Cross-age helping (using these children to tutor other children).

6. Retired individuals to provide "listening posts" for children to reverbalize their experiences.

7. Special classroom arrangements.

8. Individual child study and prescriptive teaching programs.

D. Provisions for Materials

The Controller shall allot $500.00 for instructional materials to county and city administrative units that receive State-alloted categorical learning disability positions for the first time during the 1974-75 school year. County and city administrative units will submit proposals to the Division for Exceptional Children, State Department of Public Instruction. In addition, funds for the purchase of materials should be a part of the administrative unit's regular instructional supply budget.

E. Class Size

Enrollment in self-contained classes should not exceed ten children for each teacher/teacher aide unit. A resource teacher and teacher aide may work effectively with a total caseload up to twenty-five children.

F. Class Structure.

Consideration should be given to how children are brought into the program, how they are grouped (by behavior characteristics, age, achievement level, etc.), how long they stay in the program, and how they are reintroduced into regular classes. Special and regular classroom teachers should play a major role in determining such policies and procedures.

G. Coordination with Other Programs

In order to establish a continuity of services for the children and youth served by this program, it is necessary to establish this program as a part of mainstream education. Its goals and objectives should be a part of those developed for the overall school program.

Failure to prepare mainstream education to benefit these students may minimize any gains resulting from the special program.

H. Reports

Personnel working with children who have learning disabilities shall prepare periodic reports concerning the achievement of the instructional and behavioral goals set for them. In addition, it will be helpful to make a periodic review of progress achieved in alleviating discord between the child and other adults who frequently contact him, including regular class teachers and administrators.

Reports returning with the child to the regular classroom teacher should emphasize positive aspects as well as the child's present status and should not contain material which would tend to label the child in a manner that might be detrimental to his progress after return to the regular class program.

I. Program Resources

The local unit's supportive personnel (speech therapists, guidance counselors, remedial specialists, etc.) should be utilized where needed in the child's instructional program.

An advisory council with members broadly representative of individuals and agencies having responsibility for the education of and services to children should be formed by the administrative unit to assist and advise in the development and evaluation of the program. (Representatives might include general educators, juvenile correction authorities, parents, legislators, special educators, and social and mental health services personnel.)

NOTE: Final Revision by A. C. Davis on May 21, 1974.

LEARNING DISABILITIES ALLOTMENTS

1974-1975

Administrative Unit	Number of Allotments
Alamance	1
Burlington	1
Alexander	-
Alleghany	-
Anson	1
Ashe	1
Avery	-
Beaufort	-
Washington	-
Bertie	1
Bladen	1
Brunswick	1
Buncombe	1
Asheville	-
Burke	1
Cabarrus	1
Concord	-
Kannapolis	-
Caldwell	1
Camden	1
Carteret	1
Caswell	1
Catawba	1
Hickory	1
Newton	-
Chatham	1
Cherokee	1
Chowan/Edenton	-
Clay	1
Cleveland	1
Kings Mountain	-
Shelby	-
Columbus	1
Whiteville	-
Craven	1
New Bern	1
Cumberland	2
Fayetteville	1
Currituck	-
Dare	-
Davidson	1
Lexington	-
Thomasville	-
Davie	1
Duplin	-
Durham County	1
Durham City	1
Edgecombe	-
Tarboro	-

Administrative Unit	Number of Allotments
Winston-Salem/Forsyth	2
Franklin	-
Franklinton	-
Gaston	2
Gates	-
Graham	-
Granville	1
Greene	1
Guilford	1
Greensboro	1
High Point	1
Halifax	1
Roanoke Rapids	1
Weldon	-
Harnett	1
Haywood	1
Henderson	1
Hendersonville	1
Hertford	-
Hoke	1
Hyde	-
Iredell	1
Mooresville	-
Statesville	1
Jackson	-
Johnston	1
Jones	-
Sanford/Lee	1
Lenoir County	1
Kinston	1
Lincoln	1
Macon	-
Madison	-
Martin	1
McDowell	1
Mecklenburg/Charlotte	4
Mitchell	1
Montgomery	-
Moore	-
Nash	-
Rocky Mounty	1
New Hanover	1
Northampton	-
Onslow	1
Orange	-
Chapel Hill	-
Pamlico	-
Elizabeth City/Pasquotank	-
Pender	1
Perquimans	1
Person	1
Pitt	1
Greenville	1

Administrative Unit	Number of Allotments
Polk	-
Tryon	1
Randolph	1
Asheboro	1
Richmond	1
Robeson	1
Fairmont	-
Lumberton	1
Maxton	-
Red Springs	-
Saint_Pauls	1
Rockingham	-
Eden	1
Madison/Mayodan	1
Reidsville	1
Rowan	1
Salisbury	-
Rutherford	1
Sampson	1
Clinton	1
Scotland	1
Stanly	1
Albemarle	-
Stokes	-
Surry	-
Elkin	-
Mount Airy	1
Swain	-
Transylvania	1
Tyrrell	1
Union	1
Monroe	1
Vance	1
Wake	1
Raleigh	1
Warren	1
Washington County	1
Watauga	1
Wayne	1
Goldsboro	1
Wilkes	1
North Wilkesboro	-
Wilson County	-
Elm City	-
Wilson City	1
Yadkin	-
Yancey	1
N. C. TOTAL	100

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR MULTI-HANDICAPPED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Eligibility

Any child who has a combination of two or more handicaps that would generally result in exclusion from other educational programs and services provided by the public schools would be eligible for a special program for multi-handicapped children.

NOTE: An example of a multi-handicapped child would be the deaf-blind child whose educational needs cannot be met adequately in any of the programs for children with one handicap. There might also be other multiple handicaps that might require special classes.

B. Placement

These children must first be diagnosed and evaluated. Included in the diagnosis by qualified specialists would be an identification of physical, psychological, and functional conditions of the child. The placement committee of the local school unit should also do an additional evaluation of social, physical, psychological, and educational potential based on the professional evaluation and diagnosis to determine the need for placement in a class for multi-handicapped. It is the responsibility of the local administrative unit to obtain and file a statement from a physician, psychologist, or other personnel involved in the evaluation relative to the nature and extent of the multi-handicapping condition.

II. PROGRAM

A. Use of Personnel

If possible, teachers should have classroom teaching experience in the appropriate areas of exceptionality. Curriculum and instructional programs would be dependent upon the educational potential, and the social, psychological, and physical condition of the child after thorough assessment and diagnosis has been made.

A class for the multi-handicapped should include approximately five to eight pupils. The class membership would be dependent upon the severity of the several handicapping conditions that each pupil might possess. The provision of a teacher aide is advisable if there are pupils whose disabilities require frequent assistance.

B. Types of Programs

1. Day Care - usually a care program with no highly structural educational curriculum.

2. Itinerant - teachers who work exclusively with homebound children and their parents to teach care and management of the multi-handicapped in the home.

3. Self-contained - a teacher of a self-contained class provides specialized instruction to a group of multi-handicapped pupils for a major portion of the school day.

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR SPEECH AND LANGUAGE IMPAIRED

Adopted June 6, 1974

I. DEFINITIONS

A. Speech and language programs and services include the activities, materials, procedures, habilitation and instruction required by pupils with communicative disorders, deviations, and needs as provided by speech, language and hearing specialists (clinicians, therapists) and other appropriate professional and paraprofessional support personnel.

B. Pupils requiring speech and language services are those who evidence (a) defective production of phonemes (speech sounds) that interfere with ready intelligibility of speech, (b) abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment, (c) disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable and are not readily controllable by the pupil, (d) disability in verbal learning resulting in markedly impaired ability to acquire, use or comprehend spoken, read written language where no significant degree of sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage is present as the primary disabling condition or (e) delayed language acquisition resulting from sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage.

C. The clinician is a part of the professional team of the school with the responsibility of working with the local director of exceptional children, principals, and teachers in developing programs to meet the needs of children who possess speech and language disorders. He has the responsibility in developing a Continuum of Services Plan for the school.

A Continuum of Services Plan involves a Communication Development Program, a Communication Deviations Program, and a Communication Disorders Program. The Communication Development Program serves the general school population and is prevention oriented providing strong speech and language models and sequences curricular activities emphasizing listening skills, cognitive and expressive competencies, understanding and protection of the hearing and speech mechanism, and self-confidence to help children develop appropriate communicative behaviors in social, educational and cultural contexts. The role of the clinician includes planning, promotion, consultation and demonstration with professionals and supportive personnel. The program may be conducted in a regular classroom or large groups; it may be itinerant or building based. Other participants most commonly used in this program may be teachers, parents, counselors, health and science personnel. and paraprofessionals.

The Communication Deviations Program serves individuals with mild developmental or non-maturational problems in articulation, voice, fluency or language, as well as those with mild hearing loss requiring minimal aural rehabilitation procedures. The Program provides services which include speech, language and hearing screening, and speech and language improvement. The clinician's role includes identification, diagnosis, organization, consultation, and supervision of supportive personnel and occasionally a direct role in correction and follow-up. The Program may be conducted in regular classroom, large groups, small groups, and it may be itinerant, block or building based. Other participants in the Program may be teachers, parents, paraprofessionals, educational and psychological examiners, audiologists, nurses and physicians.

The Communication Disorders Program serves children with handicapping disorders of communication. It includes comprehensive diagnostic and intensive individual and/or small group therapy utilizing modern research technology and diagnosis and program management, including direct scheduling, referral, counseling, direct therapy, and dismissal. The clinician works with children on an individual basis or in small groups. Scheduling varies according to the pupils' needs. Participants called upon by the clinician include physicians, psychiatrists, and audiologists, psychologists, dentists, social workers, counselors, regular and special teachers, and parents.

II. ELIGIBILITY

Pupils of school age are eligible for speech and language services.

III. SERVICES AND PROGRAM MANAGEMENT

A. An ongoing identification, assessment and diagnostic program to ensure early identification and appropriate placement of pupils requiring speech, language, and hearing services shall be maintained where possible. The program shall include:

1. Speech, language and hearing screening.

2. Diagnostic services for pupils detected by screening or referral. The diagnostic procedure shall involve assessment of articulation fluency, voice, language, auditory acuity and perception, and examination of the peripheral speech mechanism.

3. Specialized tests, materials and equipment appropriate to the diagnostic process shall be available for use.

4. A registry of identified pupils shall be maintained.

B. Placement

1. School systems shall have written criteria to determine eligibility and placement of pupils in speech and language programs. Such criteria shall include:

   a. Assignment of responsibility to the speech, language and hearing clinician to designate the type, extent and frequency of services required by pupils with communicative disorders/ deviations/needs.

   b. A process for informing the parent(s) or guardian(s) of the results of screening and assessment, the diagnosis, and plans for habilitation prior to placement of any pupil.

2. Prior to placement or denial of a pupil in a special education program the pupil shall receive a speech, language and hearing screening or assessment, and where a communicative disorder/ deviation/need is found to exist the speech and language specialist shall be assigned to serve on the diagnostic-educational team responsible for pupil placement.

C. Scheduling and Records

1. All screening and assessment results shall be evaluated promptly, and a full record made and preserved for each pupil receiving diagnostic, instructional and habilitative services. The record shall show in detail the condition of the pupil with respect to speech, language and hearing performance and capability. For pupils identified as needing speech and language services, the record also shall show the diagnosis, the services required, and the manner of and extent to which they are being provided, together with the course of progress or regression, if any. Such records shall be confidential and neither the records themselves nor any information contained therein shall be disclosed to any persons, except for school personnel required to use them in connection with the instruction or treatment of the pupil, the parents of the pupil, or persons authorized by a parent. The parental authorization must be in writing and subscribed.

2. Each school district with speech and language services shall adopt and utilize a standard individual case record for use by the professional staff.

D. Habilitation and Instruction

The programs and services provided for each pupil shall be contained in a written plan which includes establishment of goals and objectives to meet individual needs which are consonant with the pupil's total educational program and curriculum. Reports of each pupil's progress shall be given to parents, teachers and other responsible parties on a regular basis

The speech, language and hearing clinician shall have the flexibility to work as intensively as is professionally feasible and sound.

E. Consultative Services

Consultative services provided by speech, language and hearing clinicians shall include provision of information and support to classroom teachers, curriculum specialists, and administrators; supervision and training of aides; inservice training of personnel providing or being prepared to provide instructional or related services; parent counseling and instruction; demonstration of instructional procedures and techniques; and curriculum and development activities.

F. Coordination Time

Coordination time (Equal to at least one-half day per week) shall be provided to staff delivering speech, language and hearing services. This time is necessary to allow staff to perform certain professional responsibilities, such as: parent conferences, counseling and instruction, attendance at inservice professional development activities, counsultations with medical and other professional support personnel, screening and assessing pupils referred after the initial identification program has ended, classroom observation of pupils, and consultative services to teachers.

IV. METHODS OF PROVIDING SERVICES

Where speech and language services are being utilized the following types of options constitute component parts of a continuum model appropriate for pupils with communicative disorders, deviations or needs:

A. Diagnostic center placement - Short term placement for diagnostic assessment.

B. Special classroom placement - This option should be considered when the diagnostic assessment indicates that the pupil's needs cannot be met in the general education program.

C. Regular classroom placement with supportive services - The supportive services provided include (1) direct/indirect services from a speech, language and hearing clinician operating on an itinerant basis (intermittent session or intensive cycling) or a single building basis; (2) consultation service to teacher.

D. Home and/or Hospital Services - For pupils who are unable to attend school because of confinement to their homes or to a hospital setting.

V. MATERIALS AND EQUIPMENT

School districts having speech and language programs shall provide and make available specialized tests, materials and equipment appropriate to the diagnostic and remedial process.

VI. REPORTS

Appropriate forms for evaluating and describing the program should be returned to the Division for Exceptional Children on request.

State Board of Education

POLICIES AND REGULATIONS GOVERNING PROGRAM OF TRAINING FOR TRAINABLE MENTALLY RETARDED CHILDREN

Adopted June 6, 1974

I. PURPOSE

The primary purpose of the program shall be the training of trainable mentally retarded children. "Training" is to be defined as the area of instruction beyond the level of custodial care but less than the level of academic instruction prescribed for educable children.

II. CRITERIA AND PROCEDURES FOR DETERMINING ELIGIBILITY AND PLACEMENT OF CHILDREN

A. Eligibility

To be eligible for enrollment in a public school program for the trainable mentally retarded, elementary and secondary levels, a child must:

1. Have attained his sixth birthday but not his eighteenth birthday, provided that a child attaining his sixth birthday in the ensuing school year may be admitted at the beginning of the school year, and provided further that a county or city board of education may enroll older youth between their eighteenth and twenty-first birthdays in a secondary class designed for eligible children in the 15 to 21 age group.

2. Be adjudged not capable of placement in a class for educable mentally retarded.

3. Have had a recent medical examination and be free from communicable diseases. The medical report shall include the child's physical limitations and the physician's recommendations pertaining thereto.

4. Have a moderate degree of mental retardation as indicated by tests of mental ability individually administered by a qualified psychologist or psychological examiner. The intelligence quotient shall be in the 30-50 range which includes one standard error of measurement on the Stanford-Binet Intelligence Scale, or on a test of equal validity and equivalent norms (e.g., Leiter International Performance Scale, Cattell Infant Intelligence Scale, Merrill-Palmer Scale of Mental Tests). The Vineland Social Maturity Scale may be substituted when administration of the Stanford-Binet or its equivalent is not feasible. Deviations from this regulation shall be made only with written approval by the Director, Division for Exceptional Children.

B. In applying the criteria defined in Section A, it shall be the responsibility of local boards of education to obtain the examinations required. For reimbursement purposes, the staff of the Division for Exceptional Children, State Department of Public Instruction, will review the results of examinations and assist local units in determining the appropriate placement of children.

C. Placement into a program for the trainable mentally retarded shall be made only with the understanding and written approval of the parent or guardian.

III. CLASS SIZE

The membership in each class for trainable mentally retarded children generally should be restricted to twelve (12) children; however, when there is a demand to serve more children, class size may be increased to sixteen (16). (When multiple classes are required to meet the need in an administrative unit, attention should be given to grouping by age and to the adjustment of the pupil load equally among all classes.)

IV. TEACHERS AND TEACHER AIDES

A. Local boards of education shall employ a teacher for each class of trainable mentally retarded children. In classes of six or fewer children it is not necessary to employ a teacher aide. In classes of seven to twelve children the local board of education shall employ one teacher aide in addition to the teacher. In classes of thirteen to sixteen children the local board of education shall employ two teacher aides in addition to the teacher. Deviations from this regulation as it relates to teacher aides shall be made only with written approval by the Director, Division for Exceptional Children.

In a secondary program designed for eligible children in the 15 to 21 age group, local boards of education may organize classes as specified in Section IV with the exception that they may employ the equivalent of a teacher aide (for example, one or more persons with experience in the area of crafts, carpentry, woodworking, homemaking skills, etc.)

B. Qualifications of Personnel

1. Personnel employed as teachers shall meet the following minimum qualifications:

a. Possession of a teaching credential issued by the State Department of Public Instruction

b. Personality characteristics and physical, mental and emotional maturity conducive to wholesome guidance in working with trainable children and their parents

c. The ability to utilize information regarding chronological age, mental age, growth and development, and interests of the trainable mentally retarded, and apply this information in planning a meaningful program

2. Personnel employed as teacher aides shall have training at least equivalent to high school graduation.

C. Compensation of Personnel

1. Teachers shall be paid on the same certification-experience basis as if employed to work with educable children.

2. Teacher aides shall be paid at a rate commensurate with qualifications and responsibilities as determined by the local board of education.

V. LENGTH OF TERM AND HOURS OF OPERATION

A. The training class shall operate five days per week for 180 days, and its calendar shall be concurrent with that of other public school students in the administrative unit.

B. The hours of operation for the training class shall be determined by the local board of education, but shall be generally consistent with other public day school programs.

C. The term of employment for teachers and teacher aides in this program shall be ten calendar months and shall be concurrent with the term of employment of other instructional personnel in the unit.

VI. CURRICULUM

Curriculum for instruction for the Trainable Mentally Retarded should be designed to meet the pupil's individual needs and be appropriate for the mental and chronological ages of the pupils in the program.

The areas of self-help skills, communications, social skills, physical and motor development, cultural arts and practical occupational skills are reflected in the curriculum design by levels in the North Carolina CURRICULUM GUIDE FOR TEACHERS OF TRAINABLE MENTALLY RETARDED CHILDREN. Classes should reflect these curriculum goals and objectives and they should be taught through methods that involve realistic life situations for the trainable mentally retarded.

In classes for older pupils, chronological age range 15-21, specific emphasis should be given to on-the-job training and/or preparation for participation in a sheltered workshop or semi-sheltered environment. Useful living skills for home and community participation should be included. Teachers of the trainable mentally retarded and coordinators of programs for exceptional children should work closely with sheltered workshop personnel, if available, in planning, implementing, and evaluating the program.

Sources of information regarding curriculum development and appropriate materials are available through the Instructional Materials Centers.

VII. HOUSING FACILITIES

A. A class for trainable mentally retarded children shall be housed in a public school facility under the direction of a school principal and conform to the following standards:

1. The facility shall

a. be approved continuously by health, fire and safety officials.

b. have food services available.

c. have outdoor play areas accessible and be free from traffic hazards.

2. The classroom shall

a. be of size and condition equal to an average regular classroom.

b. be located on the ground floor with a minimum of steps and stairways.

c. have adequate and readily accessible toilet facilities.

d. have adequate ventilation, lighting and heating.

e. be used exclusively to house the class for trainable children.

B. Any deviations from Section A above must be approved by the State Superintendent of Public Instruction.

VIII. EQUIPMENT AND SUPPLIES

Local boards of education shall determine and provide the equipment and supplies essential to the instructional program offered in each class.

IX. STATE-AID FUNDS

A. Upon receipt of an approved total budget allotment recommendation from the State Superintendent of Public Instruction, the Controller shall make a total allocation to each school administrative unit within funds available to the Board for this program.

B. The allotment made to the various administrative units shall include all funds for this purpose, including salaries and all fringe benefits on State standards (employer's cost of retirement, social security, hospitalization, disability insurance or any other fringe benefits.)

C. For the 1974-75 fiscal year local boards of education operating approved training programs will be reimbursed by the Division for Exceptional Children at the conclusion of each twenty-day school month at the rate of $152.00 per month per eligible child in average daily membership in the program during the preceding twenty days within the budget approved for each administrative unit.

D. In qualifying for per capita reimbursement defined in Section C above, local boards of education shall certify monthly to the Division for Exceptional Children, the average daily membership of children in each class for trainable mentally retarded children during the preceding month. Upon verification and approval of the request, the Controller shall make payment.

E. State-aid funds may be used by local boards of education for any operation and maintenance item of expenditure included in the budget of the program as submitted to and approved by the Division for Exceptional Children. No State-aid funds provided under this Act shall be used for capital outlay purposes.

F. Local boards of education may not add additional children or classes after approval of the original budget without the submission and approval of a modification of the original budget. In no instance will the total reimbursement to a local board of education exceed the amount budgeted from State funds.

G. All funds involved in the operation of a training program, from whatever source, shall be properly audited. This audit shall be available to the State Superintendent of Public Instruction and the Controller upon request.

X. STATE SUPERVISION AND CONSULTATIVE SERVICES

A. The State Superintendent of Public Instruction shall provide consultative services to local boards of education in order to improve the effectiveness of the program and to determine compliance with State laws and regulations.

B. The State Board of Education shall prepare all forms necessary for the administration of this program, and shall have authority to require local boards of education to submit such reports and information as shall be essential to the operation of the program.

NOTE: Final Revision by A. C. Davis on May 21, 1974

State Board of Education

POLICIES AND REGULATIONS
GOVERNING PROGRAM FOR VISUALLY IMPAIRED CHILDREN

Adopted June 6, 1974

I. PUPIL IDENTIFICATION AND PLACEMENT

A. Definitions

1. Blind Children: Those who have so little remaining vision that they must use braille as their reading medium.

2. Partially Seeing Children: Those who have a loss of vision but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction.

3. Legal Blindness: Those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees. This definition applies to those children eligible to receive books and materials provided from federal funds.

B. Identification

1. Visually impaired children may be identified by regular classroom teachers and school or public health nurses in observation and vision screening programs. Children may also be referred by physicians in routine physical examinations or in eye clinics held throughout the State.

2. It is recommended that county and city administrative units obtain records of eye examinations, a copy of which should be placed in the child's cumulative record. Eye examinations should be repeated within two years in cases in which change can be expected. It shall be the responsibility of the local unit and/or the parent to obtain any eye examinations which may be necessary or required.

3. Individual eligibility to receive services may be established under one of the following eye conditions as determined by a specialist:

   a. Central visual acuity of 20/70 or less in the better eye after correction.

   b. Restricted field of vision, no greater than 20 degrees.

   c. Progressive eye difficulty of a serious nature

   d. Insufficient near vision for reading regular print

C. Placement

1. Placement of visually impaired children in public schools is in a regular classroom with the supportive services of special instructional materials and, in some administrative units, special teachers.

2. When questions regarding proper placement arise, a pupil placement committee can provide advisory services.

   a. The committee may be composed of:

      (1) a representative of the Governor Morehead School, Raleigh, North Carolina.

      (2) a representative of the Division for Exceptional Children, State Department of Public Instruction.

      (3) a representative of the local school system.

      (4) any other invited member, such as a representative of the Department of Social Services and/or Commission for the Blind.

   b. Referral to the committee may be made by administrators at the Governor Morehead School, by administrators in local public school units, or with agencies serving visually impaired persons.

   c. The committee will review all pertinent information in arriving at a recommendation.

   d. Transfers from the Governor Morehead School to the regular public schools or vice versa should be planned well in advance of admission at the beginning of the September or January semesters.

3. For further information, please contact:

   a. Consultant for the Visually Impaired, Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina, 27611

   b. Superintendent, The Governor Morehead School, 301 Ashe Avenue, Raleigh, North Carolina, 27606

D. Evaluation

1. The suitability of the placement should be periodically evaluated. The multi-disciplinary evaluation should be prepared by the local administrative unit and include the following information:

   a. Community Resources

   b. Family Resources

   c. Educational Evaluation

   d. Psychological Evaluation

   e. Medical Evaluation: Visual and Audiological

2. The evaluation team may be composed of the following:

   a. Local Director of Programs for Exceptional Children (or a designee of the superintendent)

   b. Special Teacher of Visually Impaired Children

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c. Regular Classroom Teacher

d. Other Professional Personnel, as needed

II. PROGRAM STRUCTURE

A. Personnel

1. Teachers of visually impaired children should have completed course work in the following specialized areas:

a. Structure and Function of the Eye

b. Nature and Needs of Visually Impaired Children

c. Methods, Curriculum Adaptations, and Program Adjustment

d. Braille and Typing Skills

2. Administrative units which have a concentration of visually impaired children may provide special teachers to work with individuals or small groups. Such teachers provide instruction in the use of special equipment and materials and give tutorial or remedial help as needed. They are responsible for securing braille or large type books and supplementary materials as needed.

B. Instructional Materials

1. Adopted Basal Textbooks

a. Large Type

(1) Orders should be compiled for the entire administrative unit.*

(2) Place order on Forms DT1, Elementary Basal Order Form, and DT2, High School Basal Order Form, (furnished by Division of Textbooks) according to instructions but disregarding price and funds.

(3) Write "Large Type" at the top of the order form and send to: Division of Textbooks, State Department of Public Instruction, Raleigh, North Carolina, 27611.

b. Braille

(1) Place order for each child on Form VH-2, Order Blank for Textbooks and Supplies (furnished by Division for Exceptional Children).

(2) Keep one copy of this form on file in the administrative unit.

(3) Send one copy to: Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina, 27611.

* Keep a listing of books ordered for individual pupils on file in the local unit.

2. Supplementary Books

For information on sources of books that have been modified for visually impaired students, send to the Division for Exceptional Children the following information on the regular editions: title, author, publisher, and copyright date.

3. Special Paper and Supplies

Dark-lined paper, graph paper, and United States maps for partially seeing children may be ordered on Form VH-3, Order Blank for Supplies for Visually Impaired, (furnished by the Division for Exceptional Children).

Raised-lined paper, graph paper, and United States maps for blind children may be ordered on individual order blanks with braille book requests.

4. Recorded Books

Children who cannot read regular print books and do not have access to braille or large type may use recorded books. These may be taped locally or may be borrowed from Recording for the Blind, 215 East 58th Street, New York, New York, 10022.

C. Reports

In order to obtain federal funds for books and materials for the education of the blind, the Chief State School Officer must supply information as to each student's name, school system, grade, visual acuity, and mode of reading. Forms for reporting this information are sent to the local administrative unit in late December to be returned to the Division for Exceptional Children in January.

III. PROGRAM RESOURCES

A. Supportive Personnel

The supportive personnel (guidance counselors, social workers, health workers, librarians, etc.) of the administrative unit should be aware of and involved in the specialized services being provided for visually impaired children.

B. Resources

The following State and national agencies provide specialized services for visually impaired:

1. State Agencies

a. North Carolina State Commission for the Blind
410 North Boylan Avenue
Raleigh, North Carolina 27603

(1) District Offices

Asheville, Box 7066, Asheville, 28807
Charlotte, 207-11 Hawthorne Lane, Charlotte, 28204
Greensboro, 301 South Elm Street, Greensboro, 27041
Greenville, Box 2647, Greenville, 27834
Raleigh, Box 2658, Raleigh, 27602
Wilmington, 4th and Chestnut Streets, Wilmington, 28401
Winston-Salem, West 4th Street, Winston-Salem, 27101

(2) Divisions of the North Carolina State Commission for the Blind:

Medical Division: Provides medical eye care for indigent people.

Social Services Division: Provides financial assistance for persons who qualify for aid to the blind and specialized services in meeting the unique needs of persons because of blindness. Certifies legally blind applicants for talking book machines.

Rehabilitation Division: Provides services to enable visually impaired persons to return to employment or to be trained and placed in other employment.

b. The Governor Morehead School
301 Ashe Avenue
Raleigh, North Carolina 27606

State residential school for the blind

c. Unit for Blind Multi-Handicapped Children
Murdoch Center
Butner, North Carolina 27509

Residential center for blind multi-handicapped children.

d. Regional Library for the Blind
North Carolina State Library
1314 Dale Street
Raleigh, North Carolina 27605

Free lending library of talking book records and large type, braille, and taped books. Certifies partially seeing applicants for talking book machines provided by the Library of Congress.

e. North Carolina Museum of Art
Mary Duke Biddle Gallery for the Blind
107 East Morgan Street
Raleigh, North Carolina 27611

Offers a study and appreciation of art and art history

2. Private Statewide Agencies

   a. North Carolina Society for the Prevention of Blindness
      1120 West Main Street
      Durham, North Carolina 27701

      Assistance in conducting a school vision screening program.

   b. North Carolina Association for the Blind
      Box 11315
      Raleigh, North Carolina 27604

3. National Agencies:

   a. American Foundation for the Blind
      15 West 15th Street
      New York, New York 10011

   b. American Printing House for the Blind, Incorporated
      1839 Frankfort Avenue
      Post Office Box 6085
      Louisville, Kentucky 40206

   c. National Society for the Prevention of Blindness
      79 Madison Avenue
      New York, New York 10016

State Board of Education

POLICIES AND REGULATIONS FOR SCHOOL PSYCHOLOGISTS

Adopted June 6, 1974

A. The allotment of positions to administrative units by the Controller will be upon the recommendation of the State Superintendent of Public Instruction and approval of the State Board of Education. For each position allotted, the Controller shall allot $15,000 for the support of the position, including salaries and wages and all fringe benefits (hospital insurance, disability insurance, employer's cost of retirement and social security, and any other fringe benefits). This allotment is for full-time positions on a twelve calendar month basis. And, if the positions are filled by part-time people, the funds allotted may be expended only on the basis of the percentage of full-time work.

B. The 60 psychologist positions provided for each Special Education Service Area shall be computed on the following basis:

One psychologist for each 50 non-categorical exceptional teaching positions, or nearest fraction thereof, will be allocated for service to administrative units within the Special Education Service Areas as indicated on a map attached hereto and made a part of these Regulations.

C. A Superintendents' Council for each Special Education Service Area consisting of all school superintendents in that Area shall formulate a recommundation to the State Superintendent of Public Instruction for his consideration in recommending to the BOARD the allotments of the positions.

D. Regional representatives from the Department of Public Instruction, Exceptional Children, Occupational Education, and Early Childhood Education, shall provide technical assistance to the Superintendents' Council in the coordination and monitoring of the activities of the school psychologists employed in each Area.

E. The Superintendents' Council in each Area will recommend to the administrative units receiving positions the work assignment, office placement, travel, secretarial assistance and any other matters relating to the local administration of the program. In addition to any work assignment recommended by the Superintendents' Council, persons filling these positions are to identify, diagnose, and evaluate children who are not succeeding in the regular school program and to assure correct placement of these children.

F. Qualifications of school psychologists: They must meet either Level 1, 2 or 3 certification as approved by the BOARD.

G. It is recommended that consideration be given to employment of Level 2 and 3 psychologists.

NOTE: Final Revison by A. C. Davis on May 21, 1974

COST FOR 60 PSYCHOLOGISTS BY SPECIAL EDUCATION REGIONAL SERVICE AREAS

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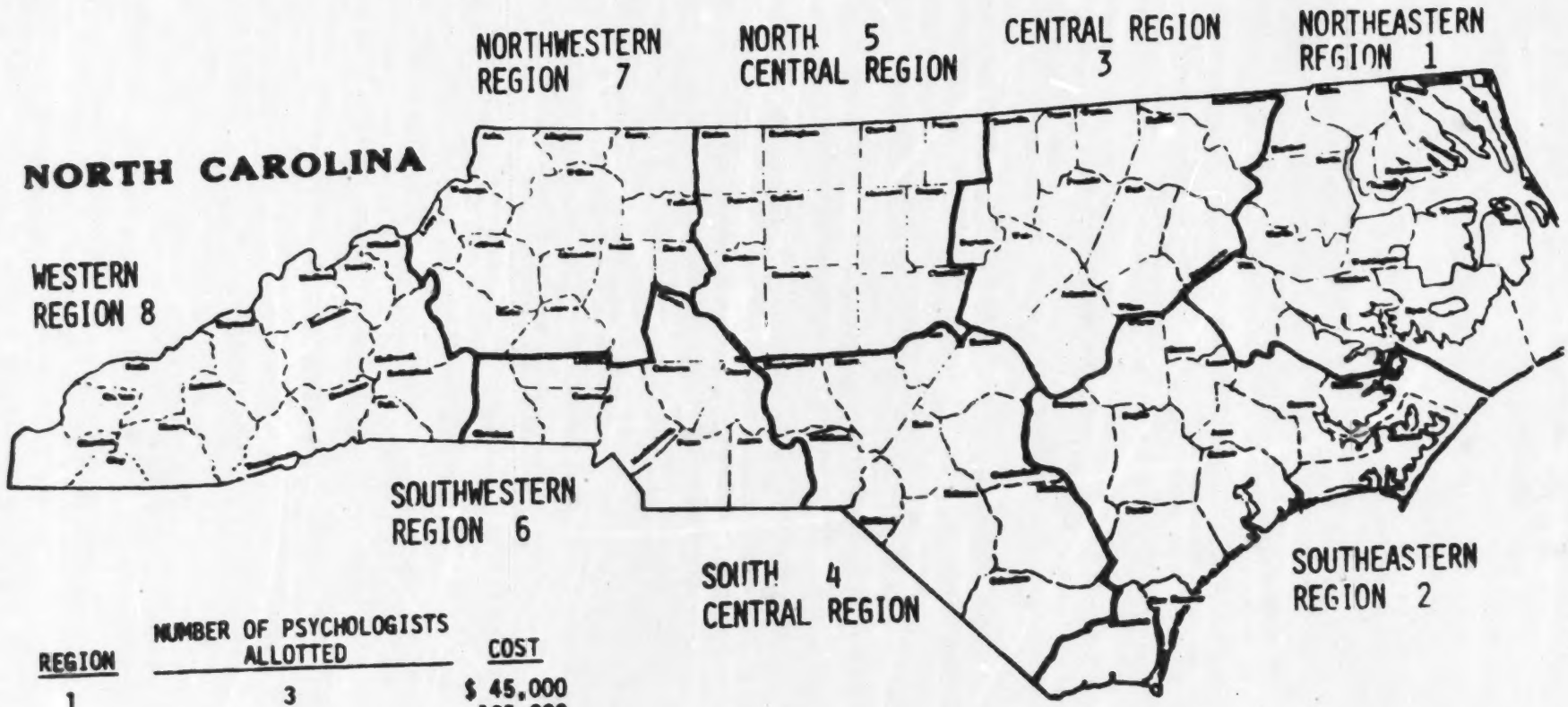


REGION	NUMBER OF PSYCHOLOGISTS ALLOTTED	COST
1	3	$ 45,000
2	7	105,000
3	9	135,000
4	7	105,000
5	12	180,000
6	11	165,000
7	6	90,000
8	5	75,000
TOTAL	60	$900,000

State Board of Education

POLICIES AND REGULATIONS FOR THE PROFESSIONAL IMPROVEMENT OF EXCEPTIONAL TEACHERS

Adopted June 6, 1974

A. The State funds for in-service training shall be allotted by the Controller on the original non-categorical exceptional teacher allotment for the school year 1974-75 to the administrative units within that Area on the recommendation of the State Superintendent and approval of the BOARD. The allotment for each Area shall be based on a per capita amount per teacher allotted to the school units in the Area.

The Special Education Service Areas referred to are indicated on a map attached hereto and made a part of these regulations.

B. The Superintendents' Council for each Special Education Service Area, consisting of all school superintendents in that Area, shall make a recommendation to the State Superintendent of Public Instruction as to which administrative unit within that Special Education Service Area will receive funds for staff development purposes for that Area.

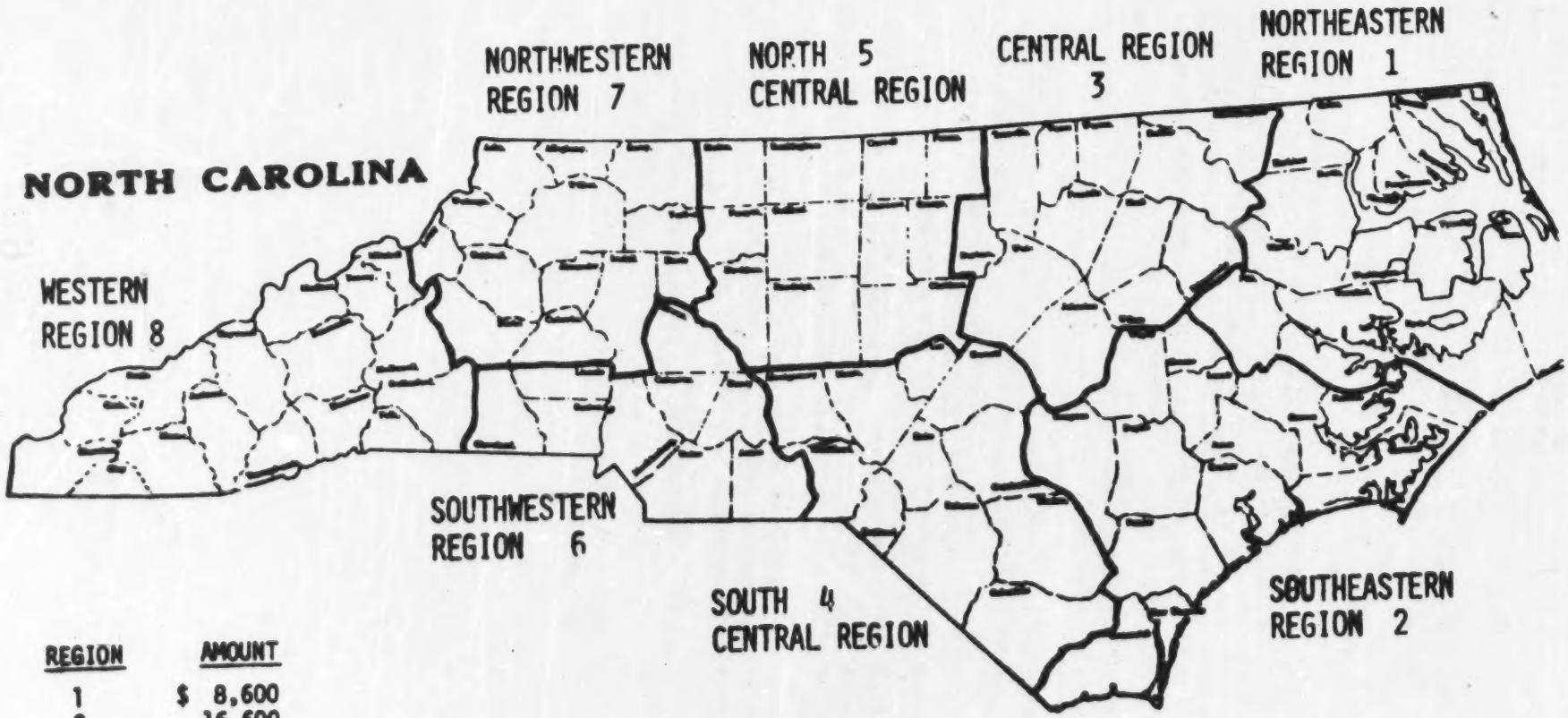
C. Regional representatives from the Department of Public Instruction, Exceptional Children, shall provide assistance to the Superintendents' Council in developing the area plan for staff development.

D. The purpose of the allocations to the Special Education Service Area is to assist non-categorical teachers of exceptional children in becoming certified in the area(s) of exceptional children.

E. The school units to which the funds are allotted may use the funds for the following types of activities; i.e., consortiums, institutes, workshops and mini-sessions.

NOTE: Final Revison by A. C. Davis on May 21, 1974.

DISTRIBUTION OF $150,000 TO THE SPECIAL EDUCATION REGIONAL SERVICE AREAS AT THE RATE OF $50 PER EXCEPTIONAL TEACHER



REGION	AMOUNT
1	$ 8,600
2	16,600
3	23,100
4	18,650
5	28,950
6	26,150
7	15,450
8	12,500
TOTAL	$150,000

State Board of Education

POLICIES AND REGULATIONS FOR PROGRAM EXPANSION FOR CHILDREN WITH SPEECH AND HEARING IMPAIRMENTS

Adopted June 6, 1974

I. STATE PROGRAM EXPANSION FOR SPEECH AND HEARING PROGRAM

A. Each unit should conduct a survey to determine the number of preschool and school age hearing impaired children not being served.

B. After a determination is made as to the number of identified preschool and school age hearing impaired children, units can develop proposals for submission to the State Superintendent based on:

1. Pupils (children) who have been identified by an audiological evaluation as needing special education due to impaired hearing.

2. Hearing impaired pupils who are functioning poorly in academic work.

3. Qualified teacher(s) available.

4. Preference will be given to projects in this order: preschool; primary; elementary; middle grades; junior high and senior high.

5. Administrative units that will utilize State-allotted non-categorical positions in new programs serving speech and hearing impaired children will be given higher priority.

II. ALLOCATION AND USE OF THE $150,000 STATE PROGRAM EXPANSION FUNDS

A. These funds will be allocated by the Controller for special projects based on program abstracts that are recommended by the State Superintendent and submitted to the BOARD for approval.

B. Funds may be utilized for the projects funded in the following ways:

1. Instructional personnel
2. Aides
3. Supplies and materials
4. Equipment

C. Projects may be funded which establish speech and hearing centers offering programs, including preschool level, for children needing specialized help with speech and hearing impairments.

D. Program policies and regulations that govern identification and organization of services can be found under the Policies and Regulations that govern Speech and Language, and Hearing Impaired Programs.

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